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where, for example, in paragraphs in 461 and 467, without loss, but rather with gain of conciseness, as the author has clearly shown in paragraph 470, where there is more reason for giving two paragraphs to the use of the imperfect and aorist with *εἴθε* or *εἴδω* than devoting two paragraphs with three subheads to the use of the imperfect and aorist with *ἔν*, especially as the wording of these differs in sections *a* and *b* in no respect.

The sections on particles and word-order are welcomed, as would have been an appendix on grammatical terms, weights, measures, money, and chronology, such as is given in Babbitt's *Greek Grammar*, especially by high-school teachers, who do not feel that they should ask their students to buy such a book as Gows's *Companion to School Classics*. This might have been given the place vacated by prosody, which in a school grammar of Attic Greek may well be omitted, since all school editions of Homer have good metrical introductions.

Notwithstanding the objections, which may or may not be real, and which I have noted above, I think all will agree that Professor Goodell has in this grammar made a distinct contribution to the proper and scholarly study of the Greek language.

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Advanced English Grammar. By WILLIAM T. HARRIS. New York : Globe School Book Co. Pp. 511.

WHY this book should be called an advanced English grammar is not easy to see, for of the advance in English philology within the last quarter of a century there is not the slightest trace. It is rather a reversion to the Lindley Murray type, commonly supposed by the optimists to be well-nigh extinct.

The author assures us that "the plan of the book is in strict accordance with the best pedagogical thought and practice." The plan may be, but unfortunately the contents certainly are not. It is seriously to be regretted that another text-book has been added to the list of grammars that help to keep alive linguistic absurdities long since discarded by modern grammarians. Surely in no other subject would ignorance of fundamental principles be tolerated in a text-book. Students patiently drilled in such a book in the high school have everything to unlearn when they go to college, where they realize painfully the truth of Josh Billings's philosophy: "It's not ignorance that hurts; it's knowing so much that isn't so."

On turning over the pages rather hurriedly, I made the following notes :

(32) "A direct question is one which can be answered by *yes* or *no*;" (33) "An indirect question is one which cannot be answered by *yes* or *no*." Then, "Who is that man?" "What is your name?" are not direct questions. They cannot be answered by *yes* or *no*. They are, therefore, indirect questions.

(123) "An intransitive verb is made transitive when it is given an object like itself in meaning. Example: Your old men shall dream dreams (Bible)." For all that, "dream" remains an intransitive verb, the action is still confined to the subject. This is a mystery to the uninitiated.

(190) "Avoid ending a sentence with a preposition." It is difficult to understand how or where such a rule originated. There is nothing in the language from King Alfred to the present, more idiomatic. I've seen many a good English sentence spoiled to observe this artificial rule. "I want a light by which I may read," "This is the place

to which to come," are poor substitutes for the idiomatic, "I want a light to read by," "This is the place to come to." Teachers of English ask in vain how long this error will continue to live; it will hardly die a natural death at this rate. I suggest as a substitute for the rule: A periodic sentence should not end in a weak word.

(196) "*Into* should be used to denote entrance within. Example: Put money *into* thy purse (Shakespeare)" An unfortunate example, as Shakespeare makes Iago say, "Put money *in* thy purse," just as he makes Hamlet say: "the precious diadem stole, and put it in his pocket." And is it not still idiomatic English to say: "Don't put your hands in your pockets"?

(450) "The comparative degree expresses a greater or less degree of quality possessed by one of two objects." This is true in certain constructions, but in the sentence, "He is better today," "better" is in the comparative degree, although there are not two objects.

(509) "The present participle is often used as a noun." In the sentence, "The loving are the daring," the present participle is used substantively, like the adjective sometimes, but in all the examples given there is not a single participle; they are all verbal nouns, with a different origin and function.

(526) "A regular verb is a verb which forms its past tense and past participle by adding *d* or *ed* to the root of the verb." And yet *hear-d* is classed among the irregular verbs! Should not a grammarian have faith enough in his own rule to follow it?

(562) "The indicative mode is the use of a verb to assert a fact." This false conception of mood will, doubtless, live on and be faithfully taught to the end of time. It seems to be endowed with immortality. In "I know not the man," "The cow jumped over the moon," the indicative is used regardless of fact. It is the one mood in which all lies are told.

(807) "The potential mode is the use of a verb to assert duty, inclination, necessity, permission, possibility, or power;" (808) "The signs of the potential mode are the auxiliaries may, can, must, might, could, would, should." Another misconception of mood, this time confounded with the meaning of the verb. In "I doubt the truth of this statement," "doubt" would, accordingly, be in the subjunctive, because *doubt* is expressed. In the sentences, (a) He would tell (*diceret*), if he knew; (b) He would tell (*narrabat*) the same joke every year; (c) He would not tell (*nolebat dicere*), "would tell" in each of the three uses would, according to this luminous treatment, fall in this same category and be parsed alike. This absurdity dates back to Lindley Murray. There are teachers who like it because it is easy and requires no thinking—merely a matter of signs. But how long, I wonder, would such a classification be tolerated in a text-book on zoölogy, for instance? And why stop with a potential mood? Why not make as well a volential mood, a penitential mood, a deferential mood, a providential mood, and so on? There would be no end to this sort of thing.

(878) "(Subjunctive mode, present tense): 3. If we *do work* for him, we will be well paid." Is there any subjunctive here? Is it not rather the logical conditional, the same as in, "If he does work for him, he will be well paid"?

The author says rightly that "much can be done toward awakening a taste for the best literature and a love for good reading by presenting to the student choice extracts from the world's best writers." But what can be gained by presenting in paraphrase or parody familiar quotations? I give a few specimens:

(237) "Straws float upon the surface; pearls lie on the bottom (Dryden)." Dryden wrote in *All for Love*: "Errors, like straws, upon the surface flow; | He who would search for pearls must dive below."

(270) "Who builds a chapel to God and not to fame, | Will never mark the marble with his name (Pope)." The poet could not have composed a line so unmetrical. For "chapel" read "church."

(290) "I who speak to ye am he." "Ye for "you" and "you" for "ye" are common enough in *Shakespeare*, but are not found in the English Bible.

(612) If thine enemy be hungry, give him bread to eat; and if he be thirsty, give him water to drink (Bible)." If this, like all the other biblical quotations, is from the authorized version, it should read: "Therefore, if thine enemy hunger, feed him; if he thirst, give him drink" (Rom. 12:20).

(685) "Knowledge and wisdom far from being one | Have oftentimes no connection (Cowper)." For oftentimes" read "ofttimes."

(798) "Can Honor's voice provoke the sleeping dust? (Gray)." For "sleeping" read "silent."

There are in all more than five hundred pages of this book, and the rest must lie over till another time. There is always something to be thankful for, it is said. Here are no pitchforks and skeletons of vertebrates called diagrams.

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A Manual of Zoölogy. By RICHARD HERTWIG. From the Fifth German Edition. Translated and edited by J. S. KINGSLEY. New York: Henry Holt & Co. Pp. 704.

IN this volume Professor Kingsley has made available to a large class of American students Professor Richard Hartwig's *Lehrbuch der Zoölogie*, which since 1891 has held the foremost place in German schools. The work is not merely a translation, but in many places has undergone considerable change at the hands of the editor to bring it into accord with American usage. For example, the group Vermes of the original has been broken up and its members distributed among several phyla, while the Tunicata and Enteropneusti have been removed from their position as appendices to Vermes and brought into the phylum Chordata. The classification of the Arthropoda and Reptilia has also been materially altered.

On the whole, the translation is well executed, although a too literal rendering has given a distinctly German construction to many passages. The editor has followed the example of many recent translators in transferring the German word *Anlage* to the English edition and in translating literally many German compound words. *Schwimmlase*, for example, is translated "swim-bladder." On page 179 the German word *schwimmt* is translated "swims," thus giving an entirely wrong impression of the plankton, which is defined as comprising all forms which "swim" freely in the water. Again, on page 623, in the description of Figure 649, the figure of the brain of the Pavian monkey is designated "brain of fish otter," and *vice versa*. Such mistakes, however, are few in number, and do not materially diminish the value of the work.

A feature of the book which will be appreciated by students preparing for examination is the excellent epitome of the facts presented at the end of each chapter.

From the educational standpoint, it is difficult to see just what need in our system the present work meets. For the beginning student it is, in the writer's opinion, ill adapted, for the reason that the German author has attempted to give a condensed